

## **Title: Election Mania**

### **Brief Overview:**

Students will serve as a campaign manager for a candidate in an upcoming election. They will determine the number of votes needed by a candidate to obtain a majority of electoral votes, create a presidential candidate glyph, determine states in which to campaign, write a persuasive letter, play a probability game, and read and interpret a fictitious population map.

### **Link to Standards:**

- **Problem Solving** Students will demonstrate their ability to solve problems in mathematics including problems with open-ended answers, in a cooperative atmosphere, and through the use of technology.
- **Communication** Students will demonstrate their ability to communicate mathematically. Students will create and interpret glyphs, maps, tables of information, graphs, and write a persuasive letter.
- **Reasoning** Students will demonstrate their ability to reason mathematically. Students will become campaign managers by gathering, reading, and interpreting given and generated data in various forms.
- **Connections** Students will demonstrate the ability to connect mathematics, history, and language arts to political elections.
- **Number Relationships** Students will demonstrate their ability to describe and apply number relationships using concrete and abstract materials. They will choose appropriate operations and describe effects of operations on numbers.
- **Number Systems and Number Theory** Students will demonstrate their ability to describe and apply number relationships using concrete and abstract materials. They will choose appropriate operations and describe effects of operations on numbers.
- **Statistics** Students will demonstrate their ability to collect, organize, and display data and will interpret information obtained from displays. They will write a persuasive letter based on statistical information.
- **Probability** Students will demonstrate the basic concepts of probability by predicting and discovering probabilities of likely outcomes.

### **Grade/Level:**

Grades 4-6 (Accommodations may be needed according to grade level or student population)

**Duration/Length:**

Daily lessons dependent upon teacher's schedule. It is our estimation that lessons will last at least sixty to ninety minutes. The entire unit is designed to encompass five days.

**Prerequisite Knowledge:**

Students should have working knowledge of the following skills:

- Letter writing
- Computation: addition, subtraction, multiplication, division
- Graphing techniques
- Generating and interpreting glyphs
- Identifying states in the United States
- Map skills
- Ranking of numbers

**Objectives:**

Students will be able to:

- work cooperatively in groups.
- collect and organize data from resources.
- write a rough draft, revision, and final draft of a persuasive letter.
- evaluate a situation and give appropriate support for their answer.
- generate and interpret a glyph.
- read and interpret a chart or table.
- read and interpret maps.
- calculate the population of a given regions.
- utilize given data to complete, read, and interpret a table.
- fill in and complete a KWL chart.
- maintain a daily journal.
- answer questions in writing along with justifications.

**Materials/Resources/Printed Materials:****Day 1:**

- KWL chart
- Map with electoral votes of each state
- Information sheet on the election process
- Electoral College Question Sheet
- Unit Vocabulary Sheet

**Day 2:**

- Biographies of presidential candidates with glyphs
- Glyph sheet for designing your own candidate

**Day 3:**

- Regional map of the Northeast displaying electoral votes
- Regional map of the Northeast Question sheet
- Writing paper for Persuasive Letter rough draft (teacher supplied)

**Day 4:**

- Peer response sheets for Persuasive Letter
- Candidate Probability Game Instructions
- Candidate Probability Game Table
- Candidate Probability Game Questions
- Number Generators (dice) (teacher supplied)
- Red and Green unify cubes (teacher supplied)

**Day 5:**

- Population map of fictitious country
- Population table of fictitious country
- Population map question sheet of fictitious country
- Writing paper for Persuasive Letter final draft (teacher supplied)

**Daily:**

- Calculator
- Journal book

**Development/Procedures:****Day 1:**

- Divide students into cooperative groups and have them complete a KWL chart about elections in general.
- Record the results of the KWL chart on class KWL chart.
- Clear words on vocabulary sheets with students.
- Read informational sheet which will inform students about the electoral process. Conduct discussion with the class about the content contained in the handout.
- Hand out map which displays the number of electoral votes per state.
- Complete electoral college question sheet which will assess the students comprehension and application of the material.
- Review the electoral college question sheet as a class.
- Record the findings of today's activities in math journal.

**Day 2:**

- Divide students into cooperative pairs.
- Brainstorm to identify components of elections, campaigning and being a campaign manager.
- Distribute biographies of fictitious candidates.
- Review the biographies of fictitious candidates which appear on the handout.
- Demonstrate a glyph of one of the candidates as a review of using a glyph to present data.

- Distribute candidate glyphs and have student pairs debate amongst themselves to select the candidate they wish to glyph.
- Review glyphs created by cooperative pairs.
- Distribute blank glyphs to each student so that he/she will brainstorm to create a person who they believe would be a desirable candidate.
- Represent that candidate by creating a key, drawing a glyph and writing at least two paragraphs in math journal describing the person identified in your glyph.
- Record the roles and duties of a campaign manager on a chart or table that is generated by student discussion, preparing the students for their role as a campaign manager.
- Record the findings of today's activities in math journal.

### **Day 3:**

- Distribute regional map of the Northeast United States to the class.
- Discuss the map as a class and review the vocabulary from day one.
- Distribute the Northeast question sheet and have students in cooperative groups review and discuss the activity. Students will individually complete the activity demonstrating their knowledge of map skills, connecting, interpreting, decision making and thinking.
- Return to cooperative groups for the purpose of editing, discussing and analyzing their answers. They may edit their answers when consensus is reached in the group.
- Presentation of results will be made by the recorder from each group.
- Write a rough draft of a persuasive letter to your candidate persuading he/she to campaign in 4 particular Northeastern states based upon the information displayed on the Northeast map of the U.S.. (Persuasive Writing Rubric may be distributed to students)
- Record the findings of today's activities in math journal.

### **Day 4:**

- Distribute rough drafts of persuasive letter and peer response sheets.
- Form cooperative pairs in which the students will utilize the peer response form and procedure to proof read and edit his/her rough draft demonstrating constructive criticism, reasoning and thinking relating to a campaign managers decision making.
- Distribute Candidate Probability Game table, one die, six red unifix cubes and four green unifix cubes, and Probability Game instructions.
- Review rules of the game with class and have them record their predictions before they begin play.
- Record generated data on the table as students work towards completing the game in cooperative pairs (share data with class on overhead recording chart as students record their own data).
- Complete Candidate Probability Game Question sheet individually.
- Assemble in cooperative groups for the purpose of editing, discussing and analyzing their answers. They may edit their answers when consensus is reached in the group.
- Record the findings of today's activities in math journal.

### **Day 5:**

- Distribute population map of fictitious country- Shoeland, table for data analysis, and calculators.
- Complete table independently utilizing given data to determine the amount of electoral votes that each region will receive.
- Answer the given questions.
- Assemble in cooperative groups for the purpose of editing, discussing and analyzing their answers. They may edit their answers when consensus is reached in the group.

- Report the findings to the class by the group reporter.
- Record the findings of today's activities in math journal.
- Complete final draft of Persuasive Letter.

### **Performance Assessment:**

#### **Day 1:**

- Electoral College Question sheet should demonstrate student's comprehension of the electoral process and the mathematics involved.

#### **Day 2:**

- Completed glyphs will demonstrate student's ability to represent data in this format.

#### **Day 3:**

- Regional map of the Northeast Question sheet demonstrates student's ability to use data and reasoning. This information will be transferred to a communicative form.
- Persuasive Letter rough draft demonstrates student's ability to use data, reasoning and connections in the decision making process.

#### **Day 4:**

- Peer response sheets for Persuasive Letter will require students to work cooperatively and present constructive criticism relating to campaign manager's decision making
- Candidate Probability Game Table will require students to work cooperatively and demonstrates the student's ability to read for performing a task and completing a table for data acquisition purposes.
- Candidate Probability Game Questions will require students to justify their responses; therefore, demonstrating their ability to interpret data

#### **Day 5:**

- Population table of fictitious country demonstrates student's ability to read for performing a task and completing a table for data acquisition purposes.
- Population map question sheet of fictitious country will assess student's ability to use data, reasoning and connections in the decision making process.
- Writing paper for Persuasive Letter final draft will assess student's ability to use data, reasoning and connections in the decision making process.

### **Extension/Follow Up:**

- Ages of the U.S. Presidents at Their Inauguration and Their Death.  
Information on this sheet can be used to illustrate how to create a box plot with whiskers, parallel box plot, and/or a stem and leaf plot.
- Mock Election Information  
National Student Mock Election  
225 West Oro Valley Drive  
Tucson, AZ 85737  
1-800-230-3349  
World Wide Web: <http://Allpolitics.com>

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# KWL CHART

KNOW	WANT TO KNOW	LEARNED

VOCABULARY WORDS FOR THE LEARNING UNIT

**election:** the act or power of choosing

**candidate:** a person who seeks or is nominated for an office

**independent:** loyalty to on one political party

**electoral vote:** vote obtained according to the population of a state

**Electoral College:** a popularly elected body of electors chosen by the United States and the District of Columbia to elect the President and Vice President of the United States

**population:** total number of people inhabiting a specified area

**campaign:** a process of proving worthiness to gain votes to win an upcoming election of office

**manager:** a person who is in charge

**incumbent:** person who currently holds and office and is running for reelection

**political party:** a permanent political group organized to promote and support its principles and candidates for office

**rank:** to place in order

**journal:** a log

**graph:** a pictorial representation of data

**glyph:** a pictorial representation of data using symbols from a key

**chart:** a sheet presenting information in the form of graphs of tables

**letter:** a written or printed communication directed to an individual or organization

**President:** chief executive of a republic, holding office for a term of four years, elected by the people of the United States

**Democratic Party:** one of two major political parties in the United States, symbolized by a donkey

**Republican Party:** one of two major political parties in the United States, symbolized by an elephant

**Independent Party:** any formed political party not associated with the Democratic or Republican parties



## THE ELECTION PROCESS

Did you know that the President of the United States is elected by electoral votes? In order for a nominee to be elected, he or she needs a majority of the electoral votes. If you watch television on Election Night, you will see the news reporters keeping track of the states that each nominee wins. This is important in determining the winner. Each state has a number of electoral votes. When a nominee wins a state, he or she wins the electoral votes of that state. For example, Pennsylvania has 23 electoral votes. If the nominee won in Pennsylvania, he or she would receive those electoral votes. The news reporter can be adding up the electoral votes each nominee wins as the returns from each state are known. As soon as a nominee gets more than half of the electoral votes, **THE RACE IS OVER!** The nominee is declared the winner because he or she has received a **MAJORITY** of the electoral votes.

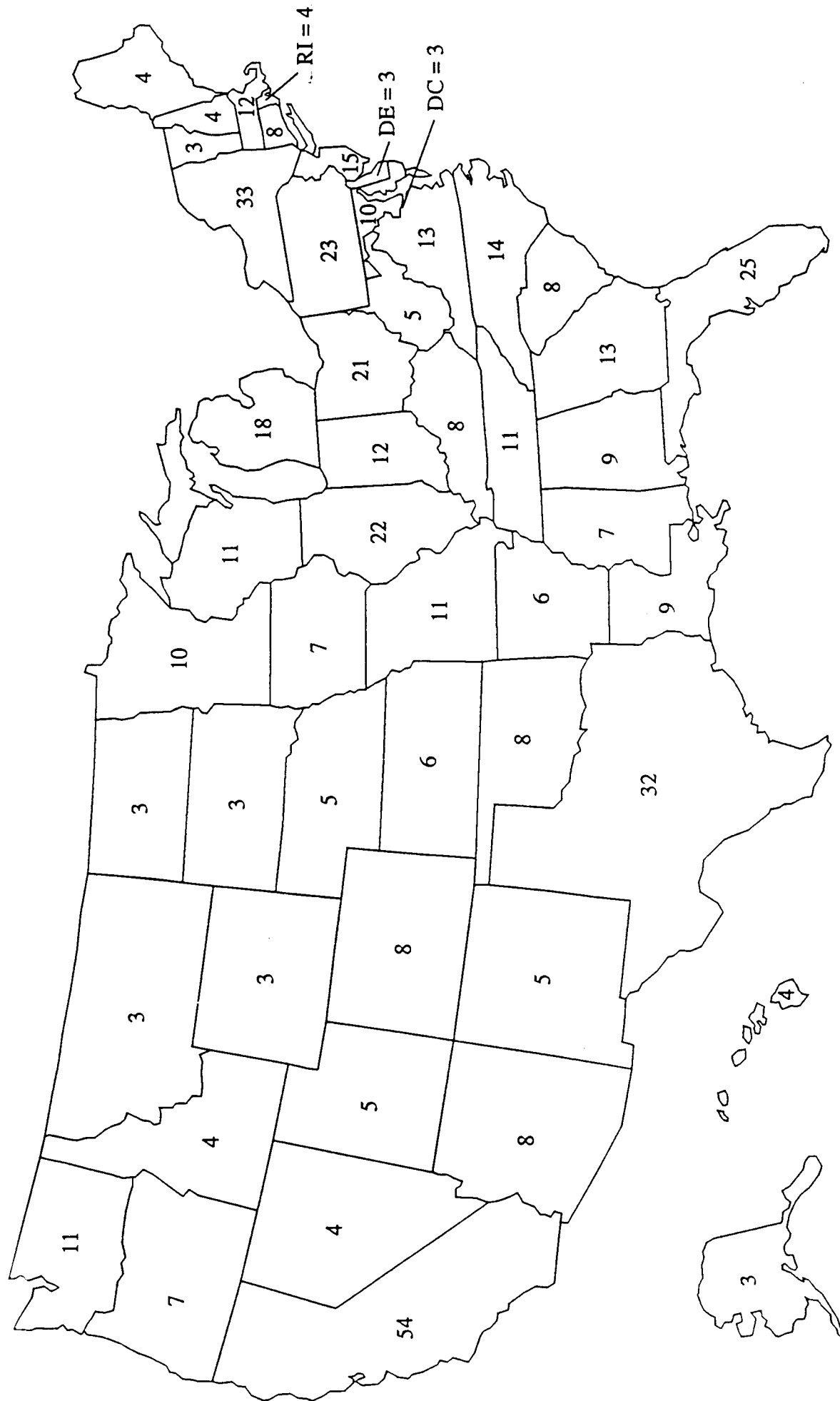
Usually, people in the nation, the United States, know the winner of the election on Election Night or early the next morning. Although the number of electoral votes that each nominee received is known, the President is not officially elected until the members of the Electoral College meet in December to cast their states' electoral votes. Congress, in turn, counts those votes on January 6th.

The Constitution of the United States allows each state to have as many electoral votes as it has representatives in Congress. Keep in mind that the number of representatives that a state has in the Congress is dependent upon the size of the state's population. Each state has at least one Representative and two Senators in the House of Representatives. Three is the magic number here because no state has fewer than three electoral votes.

The government takes a census every ten years to determine the population of each state. This census taking occurs at the beginning of each decade. What will happen if a state's population increases or decreases according to the current census? Well, if there is an increase, the state may receive more electoral votes and if there is a decrease, the state may lose electoral vote.

Election Mania Student Resource #4

# Electoral College Votes (Total = 538)



# Electoral College Question Sheet

Election Mania Student Resource #5

What is the total of electoral votes in the United States? \_\_\_\_\_

How did you arrive at this answer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many votes does it take to win the electoral college? \_\_\_\_\_  
(hint- use this formula  $\frac{1}{2}$  the total + 1)

What is the fewest amount of states needed to get this total? \_\_\_\_\_

List the directions for finding the total of the fewest states needed to win the electoral college.

First, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the largest amount of states needed to get this total? \_\_\_\_\_

How did you arrive at this answer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## BIOGRAPHIES of CANDIDATES

ALICE CHIN

36

Female

Democrat

State: Minnesota

Previous jobs: Senator,

Lawyer, Teacher

Education: Masters  
Degree

AHMAD RASHEED

47

Male

Republican

State: California

Previous jobs:

Representative, College

President, Teacher,

Lawyer

Education: Bachelor's  
Degree

DAN PAGA

56

Male

Independent

State: Alaska

Previous jobs: Lawyer,

Mayor, Governor of

Alaska, Military officer

Education: Bachelor's  
Degree

KAISHA WATKINS

50

Female

Independent

State: Wyoming

Previous jobs: Military

Officer, West Point

Instructor, Chef

Education: PhD

COLLIN WONDERS

59

Female

Democrat/Incumbent

State: Maryland

Previous jobs: Vice

President, Senator,

Lawyer, Newspaper  
publisher

Education: Master's  
Degree

TYRONE PITTMAN

37

Male

Republican

State: New York

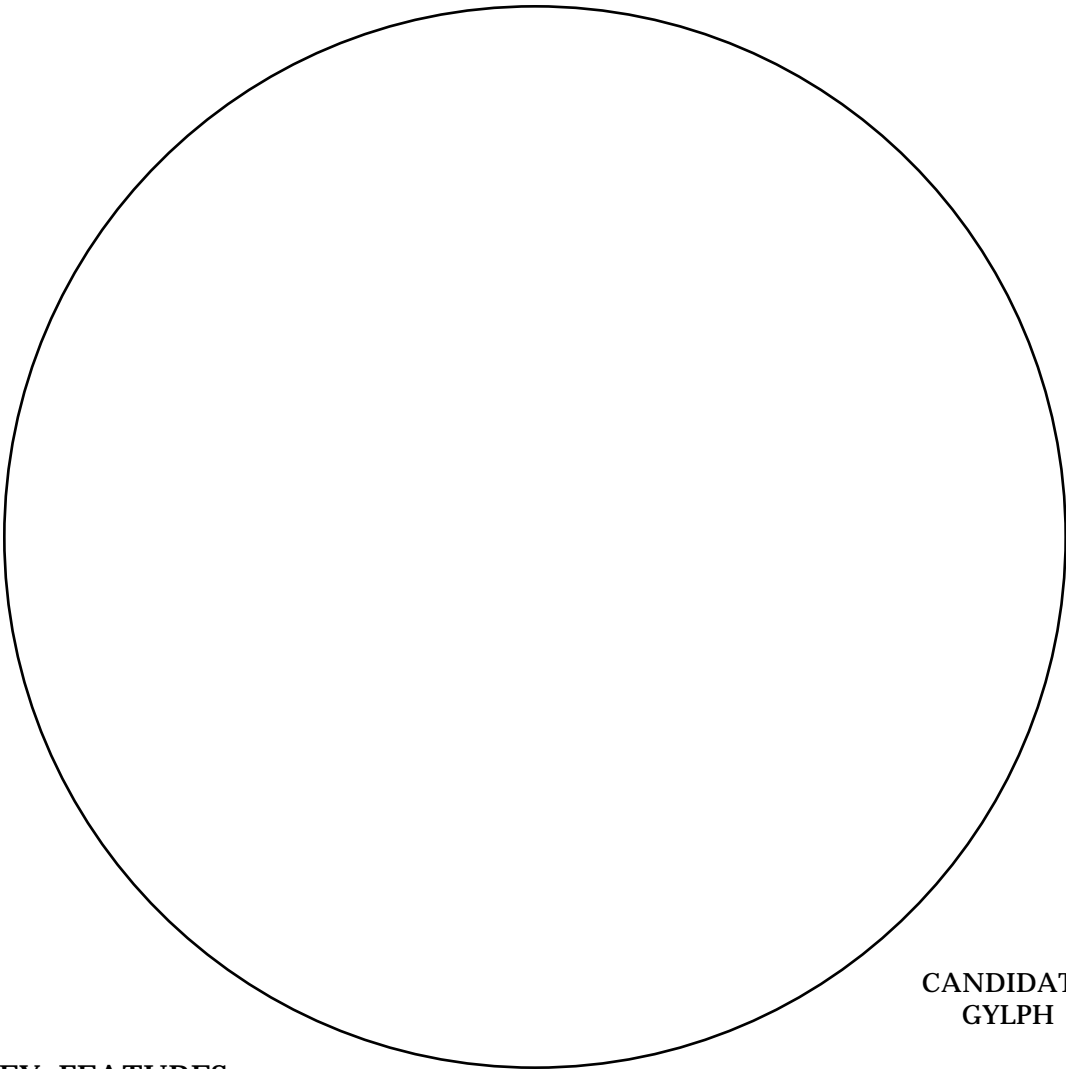
Previous jobs:

Ambassador to the U.N.,

Movie actor, Rancher,

















Teacher

Education: PhD

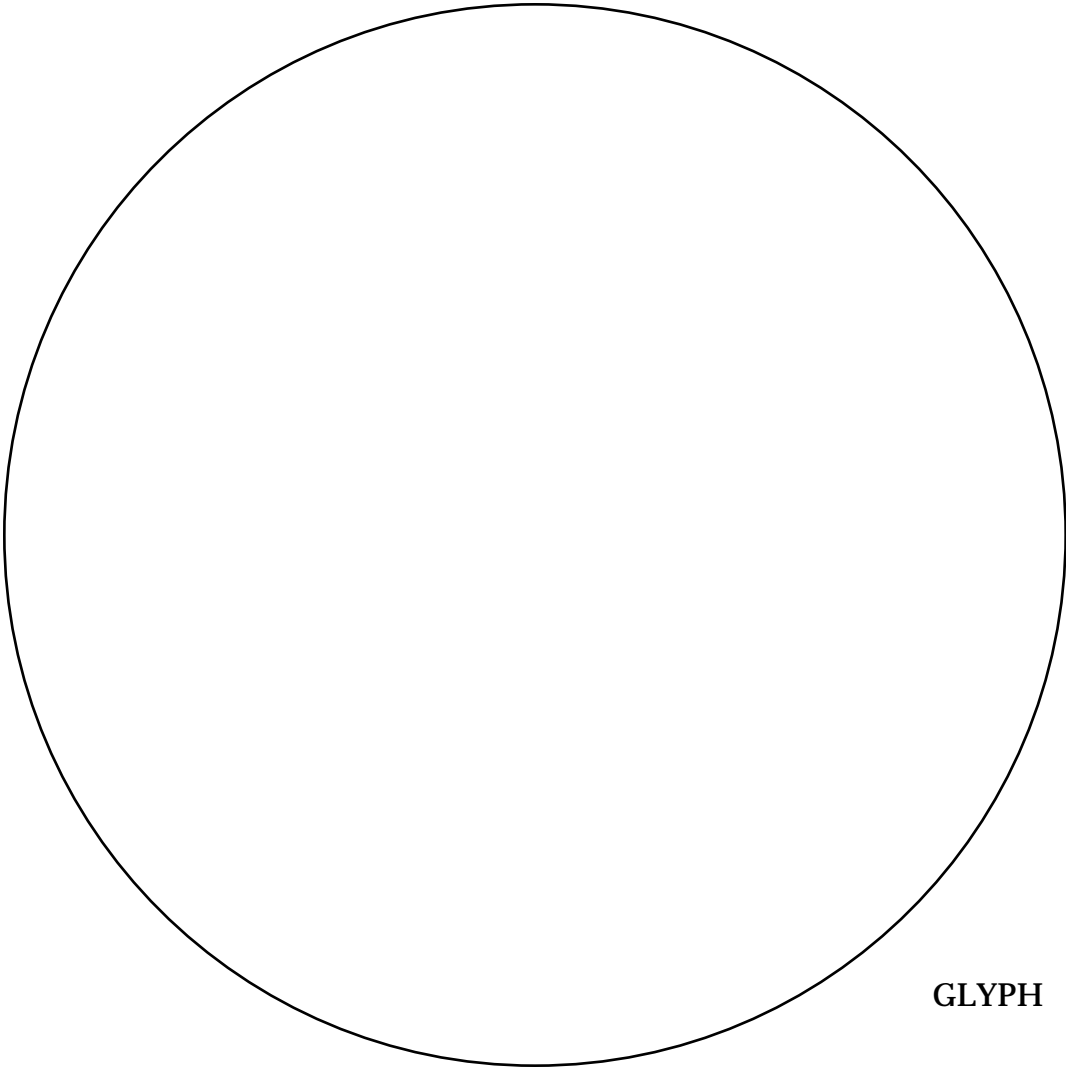


CANDIDATE  
GYLPH

KEY: FEATURES

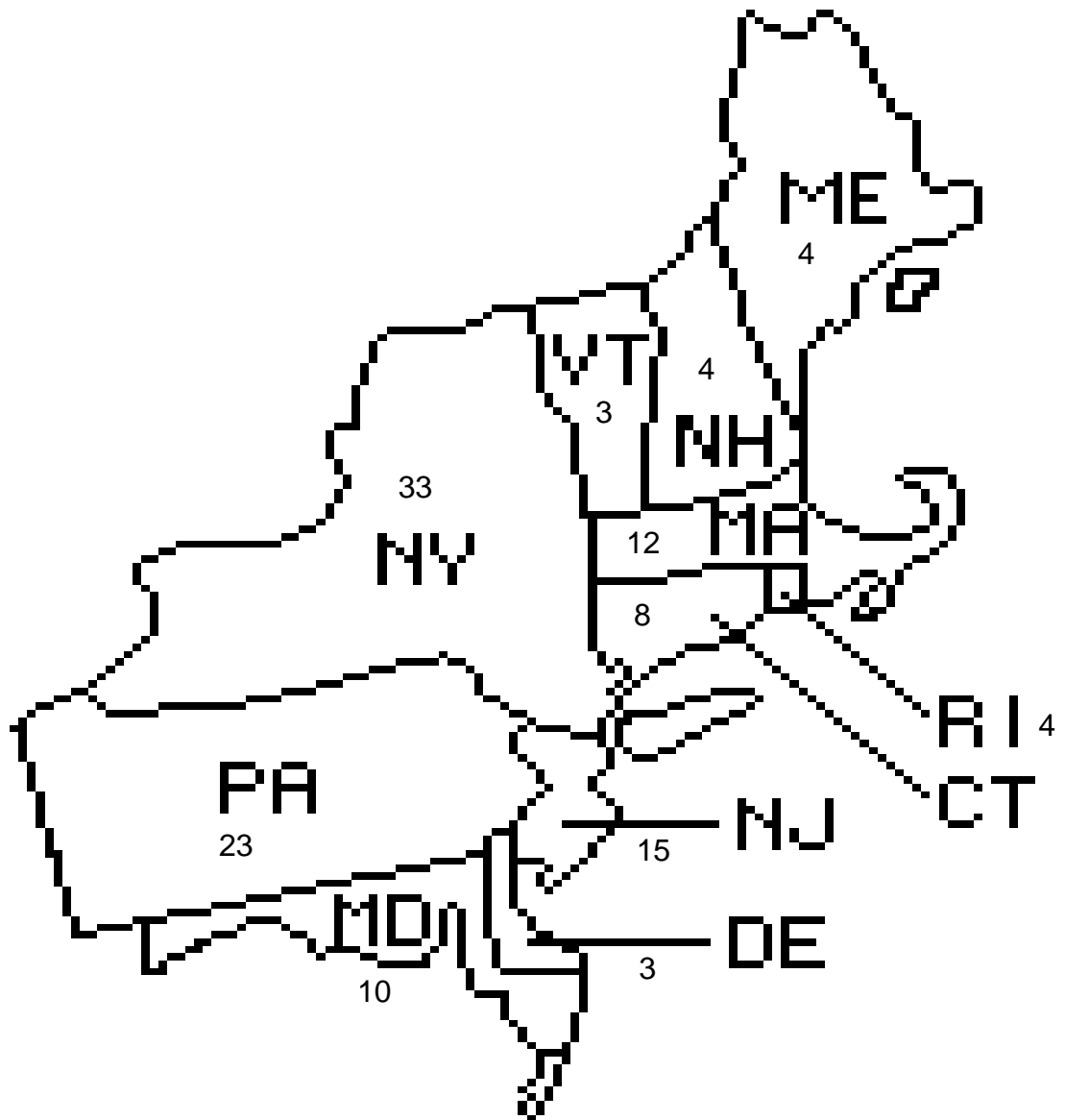
AGE	POLITICAL PARTY	GENDER	PREVIOUS JOBS	EDUCATION
NOSES	EYES	MOUTHS	HAIR	EARS
21-30 YEARS 	 INDEPENDENT		TEACHER	BACHELOR'S
31-40 YEARS 		MALE 	ACTOR 	  MASTER'S
41-50 YEARS	 REPUBLICAN	FEMALE 	MILITARY	  PhD
51-60 YEARS 	 DEMOCRAT		LAWYER 	 

**Election Mania Student Resource #8**



**GLYPH**

## Northeast Electoral Votes Based on 1990 Census



# Northeast Electoral Question Sheet

## Based on Map Information

List the states from greatest amount of electoral votes to least amount of electoral votes.

	Electoral Votes
1. _____	_____
HIGHEST 2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
LOWEST 11. _____	_____

List three states you would campaign in. 1. \_\_\_\_\_

2. \_\_\_\_\_ 3. \_\_\_\_\_

Write a brief note to the candidate explaining which states to avoid spending too much time in. Justify your answer using information from the table.

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# Persuasive Letter Writing Prompt

Election Mania Student Resource #11

You are a campaign manager for the presidential election in the Northeast region of the United States. Your job is to tell your candidate what four states they should spend their time, money and effort. Use the information given to you today to write a persuasive letter to the candidate you designed and created yesterday on your glyph.

Form: \_\_\_\_\_

Audience: \_\_\_\_\_

Topic: \_\_\_\_\_

Purpose: \_\_\_\_\_

## PEER RESPONSE FORM FOR WRITING A PERSUASIVE LETTER

AUTHOR \_\_\_\_\_

PARTNER \_\_\_\_\_

TOPIC \_\_\_\_\_

DATE \_\_\_\_\_

What is my opinion as stated in the topic sentence of my piece ?

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What are three supporting statements I made to support my topic sentence?

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## Incumbent versus Challenger Probability Game

**Scenario:** The presidential incumbent, the person who currently holds the office, is favored to win their party's convention. The challenger does not have as good a chance to win. The convention will determine which person will represent their party as the presidential candidate. The candidate needs 90 delegates to win the party's nomination.

**Instructions:**

1. Determine who will be the incumbent or the challenger (use candidate designed from your glyph).
2. Determine how many red cubes the incumbent will have in the bag. Remember, the incumbent has better chance of winning. Only use a total of 10 cubes.
3. The candidate whose cube (red or green) is chosen, rolls the dice. Remember to multiply your total by the total on the dice. This number on the dice represents how many days you have campaigned in the state. Place this total in your candidate's column.
4. Keep the cubes that are chosen out of the bag. This will change the odds of each possible outcome.
5. The other candidate receives the remaining votes from the state. A candidate is the winner of the convention when they receive at least 90 delegates. If both candidates do not receive 90 delegates, the convention must hold another vote.

Below, each player needs to write down their predictions about the outcome of the game. Who will win the most delegates at the convention? Included is space to justify your prediction.

Prediction: \_\_\_\_\_ Why?

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STATE	RED OR GREEN (CIRCLE ONE)	ELECTORAL VOTES	DICE ROLL (FILL IN)	DELEGATE POINTS	INCUMBENT TOTAL	CHALLENGER TOTAL
MAINE	RED/ GREEN	6		X 1		
DELAWARE	RED/ GREEN	6		X 1		
MARYLAND	RED/ GREEN	12		X 2		
NEW JERSEY	RED/ GREEN	18		X 3		
PENNSYLVANIA	RED/ GREEN	30		X 5		
MASSACHUSETTS	RED/ GREEN	18		X 3		
VERMONT	RED/ GREEN	6		X 1		
NEW YORK	RED/ GREEN	36		X 6		
RHODE ISLAND	RED/ GREEN	6		X 1		
CONNECTICUT	RED/ GREEN	6		X 1		
		TOTAL= 150/ NEED 90 TO WIN.				

# Incumbent versus Challenger Probability Game

Was your prediction accurate? \_\_\_\_\_ If so, why do you feel it turned out this way? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is it always good to roll the die? \_\_\_\_\_ Describe a situation when it is not good to roll the die. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the probability that the challenger will go first? \_\_\_\_\_  
Explain your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the probability that the incumbent will go first and roll a six? \_\_\_\_\_  
Explain your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If the challenger goes first, what is the probability that the incumbent will go next? \_\_\_\_\_ Explain your answer. \_\_\_\_\_  
\_\_\_\_\_

If the incumbent goes first, what is the probability that the challenger will go next and roll a three.? \_\_\_\_\_

# Population map of the various regions of the country Shoeland

Election Mania Student Resource #16

## Population Key

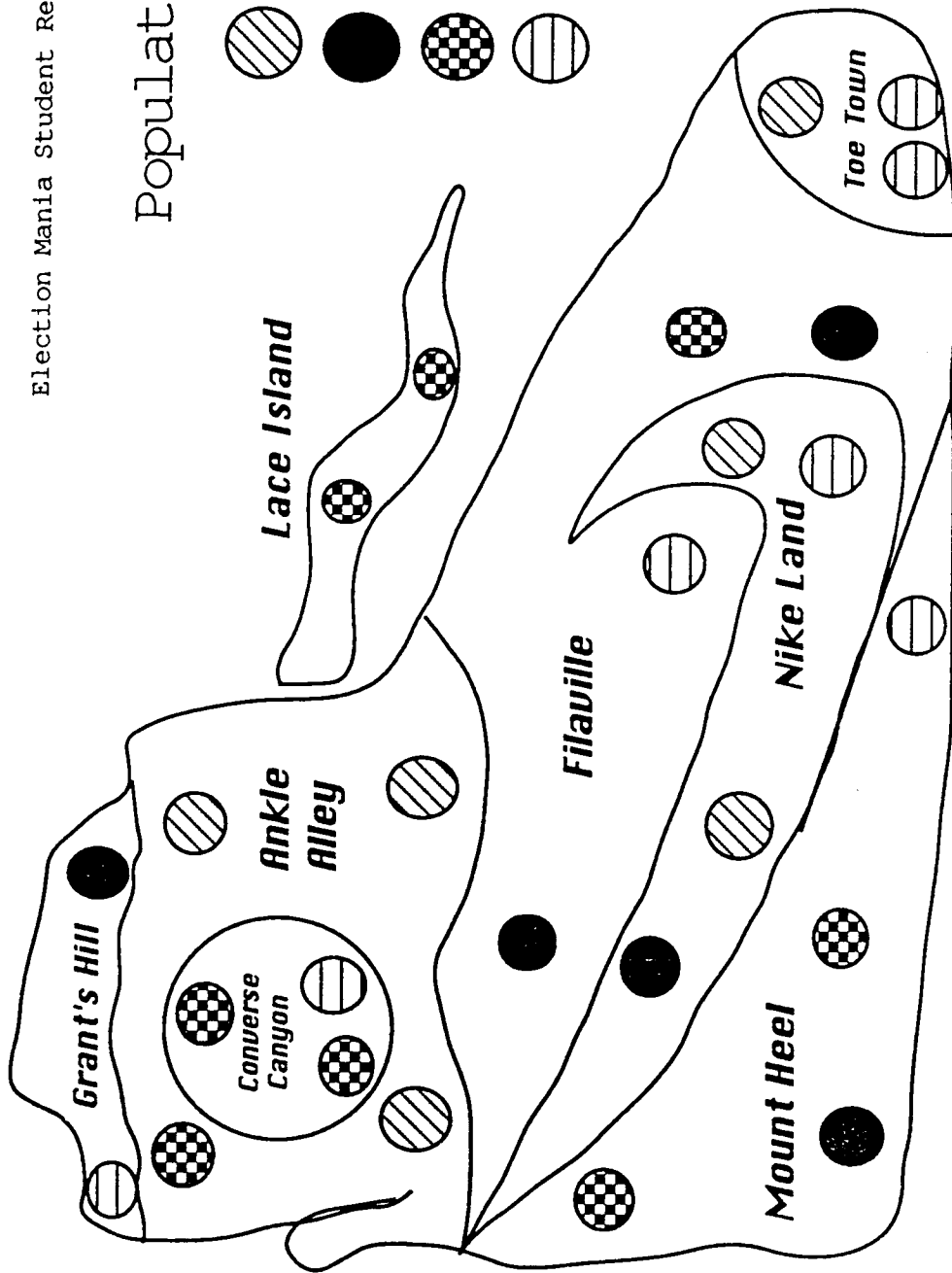
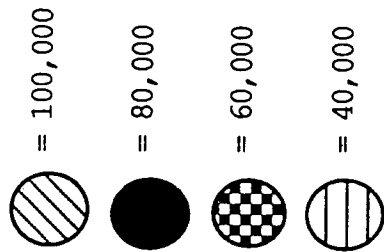


CHART FOR DETERMINING THE AMOUNT OF ELECTORAL VOTES EACH REGION RECEIVES							
NAME OF	POPULATION	POPULATION	POPULATION	POPULATION	TOTAL	DIVIDED	ELECTORAL
REGION	OF CITY ONE	OF CITY TWO	OF CITY THREE	OF CITY FOUR	POPULATION	BY	NOTE TOTAL
GRANT'S HILL						/ 20,000	
ANKLE ALLEY						/ 20,000	
CON. CANYON						/ 20,000	
NIKE LAND						/ 20,000	
TOE TOWN						/ 20,000	
LACE ISLAND						/ 20,000	
MOUNT HEEL						/ 20,000	
FILADVILLE						/ 20,000	
					TOTAL ELECTORAL VOTES		

# Shoeland Question Sheet

## Based on Table Information

Now that you have calculated the number of electoral votes which each region contains, list the regions from greatest amount of electoral votes to least amount of electoral votes.

	Electoral Votes
HIGHEST 1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
LOWEST 8. _____	_____

As a campaign manager, write a paragraph to your presidential candidate telling him which three regions he should campaign the most in during the upcoming election. Be sure to use the information in the table to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### AGES OF THE U.S PRESIDENTS AT THEIR INAUGURATION AND THEIR DEATH

PRESIDENT	INAUGURATION	DEATH	PRESIDENT	INAUGURATION	DEATH
WASHINGTON	57	67	ARTHUR	50	57
J.ADAMS	61	90	CLEVELAND	47	71
JEFFERSON	57	83	HARRISON	55	67
MADISON	57	85	McKINLEY	58	58
MONROE	58	73	T.ROOSEVELT	42	60
J.Q.ADAMS	57	80	TAFT	51	72
JACKSON	61	78	WILSON	56	67
VAN BUREN	54	79	HARDING	55	57
HARRISON	68	68	COOLIDGE	51	60
TYLER	51	71	HOOVER	54	90
POLK	49	53	F.ROOSEVELT	51	63
TAYLOR	64	65	TRUMAN	60	88
FILMORE	50	74	EISENHOWER	62	78
PIERCE	48	64	KENNEDY	43	46
BUCHANAN	65	77	JOHNSON	55	64
LINCOLN	52	56	NIXON	59	
JOHNSON	56	66	FORD	61	
GRANT	46	63	CARTER	53	
HAYES	54	70	REAGAN	70	
GARFIELD	49	49	BUSH	65	
			CLINTON	46	

## **Language in Use Rubric**

### **Score Point 3**

- Consistently uses word choices to express meaning with style and tone.
- Consistently uses word and sentence order to express meaning with style and tone.
- Consistently uses correct mechanics, spelling, capitalization, and punctuation. (Errors that are present represent risk-taking but do not interfere with meaning.)

### **Score Point 2**

- Sometimes uses word choices to express meaning with style and tone.
- Sometimes uses word and sentence order to express meaning with style and tone.
- Generally uses correct mechanics, spelling, capitalization, and punctuation. (Errors that are present represent risk-taking but do not interfere with meaning.)

### **Score Point 1**

- Rarely uses word choices to express meaning with style and tone.
- Rarely uses word and sentence order to express meaning with style and tone.
- Only sometimes uses correct mechanics, spelling, capitalization, and punctuation. (Errors that are present represent risk-taking but do not interfere with meaning.)

### **Non-Scorable Response**

- Blank.
- Off task/ off topic.
- Illegible/ unreadable.

## **Scoring Rubric for Writing to Persuade Letter**

### **Score Point 4**

The writing is highly developed, identifies a clear position and fully supports that position.

- The writing is well developed and contains relevant, specific personal and/or factual information that fully supports the position taken.
- An organizational plan is established and consistency maintained.
- The writing effectively addresses the needs and characteristics of the intended audience.
- The writing style is clear and highly effective.
- Language choices are very effective for influencing the intended audience.

### **Score Point 3**

The writing is well developed, identifies a clear position and partially supports that position.

- The writing contains relevant, specific personal and/or factual information that supports the position taken.
- An organizational plan is established and generally maintained.
- The writing adequately addresses the needs and characteristics of the intended audience.
- The writing style is clear and effective.
- Language choices are effective for influencing the intended audience.

### **Score Point 2**

The writing is partially developed, identifies a position and attempts to support that position.

- The writing contains , specific personal and/or factual information that supports the position taken.
- An organizational plan is established and minimally maintained.
- The writing attempts to address the needs and characteristics of the intended audience.
- The writing style is moderately clear and somewhat effective.
- Language choices are adequate for influencing the intended audience.

### **Score Point 1**

The writing is poorly developed and fails to identify a position and support that position.

- The writing lacks specific information to support a position.
- An organizational plan if established is not maintained.
- The writing does not address the needs and characteristics of the intended audience.
- The writing style lacks clarity and is ineffective.
- Language choices are ineffective for influencing the intended audience.

### **Non-Scorable Response**

- Blank
- Illegible/Unreadable
- Off task, off topic